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| 1. What is our purpose? |
| **To inquire into the following:**   1. **Transdisciplinary Theme**   How we organise ourselves   1. **Central Idea**   **People in a community organise themselves by assuming different roles, setting up places, and allocating resources to generate well-being to all its members.**  **Summative Assessment Task(s):**  What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  **Strategy:** Performance assessment  **Tool:** Rubric  **Prompt:** Working in a small group, think of a problem in which they could become involved in the community, and whom this would adversely affect. Making use of many of the people and places of the community, find a solution to the problem.  The children present the problem and solution in the way of their choice e.g. role play, model, drawings, writing.  Examples of problems: noise pollution, neighbours’ dogs defecating in public areas, littering, letting dog off the leash, annoying children, dirty swimming pool, misuse of swimming pool, etc.  **Evidence:**  Who is affected  What I can do  Who can help me   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | A | B | C | D | | Identify appropriate community helpers and their roles | Identifies first and second option of community helpers justifying their choices. | Identifies appropriate community helper justifying their choice. | Identifies appropriate community helper taking into account their role. | Does not identify appropriate community helper. | | Identify appropriate places and / or resources and their uses | Identifies first and second option of place and / or resource justifying their choices. | Identifies appropriate place and / or resource justifying their choice. | Identifies appropriate place and / or resource taking into account its uses. | Does not identify appropriate place and / or resource. | | Provide coherent solution to problem | Provides original and coherent solution to problem. | Provides coherent solution to problem. | Provides clear solution to problem. | Provides incoherent or no solution to problem. | |

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| **Class/Grade:** First | PYP Planner |
| **Age Group:** 6-7 |
| **School:** Colegio Colombo Británico |
| **School Code:** 700202 |
| **Title:** | |
| **Year:** 2011-2012 | |
| **Teachers:** Chachi Cabal, Elaine Escobar, Ma Victoria Libreros, Margarita Mendoza, Ángela Osorio, Ben Pattenden, Maritza Pérez, María Fernanda Romero, María Helena Valencia, Miguel Vargas | |
| **Proposed Duration:**  10th January to 10thFebruary 2012 ( 5 weeks) | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?   * RESPONSIBILITY, CONNECTION (Role) * RESPONSIBILITY, CAUSATION (Resource) * CONNECTION, CAUSATION (Location) * CONNECTION (Community) | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * An inquiry into how the knowledge of the importance of different roles in a community helps members respect each other. * An inquiry into how the appropriate use of places and resources within a community helps to keep them available to all its members. * An inquiry into how neighbourhoods can have different resources and members depending on their location. | |
| What teacher questions/provocations will drive these inquiries?  **Teacher Questions**   * What different places do we use in our communities? * What are appropriate ways to behave in a community? * Who helps in our communities? How can we be of assistance to them?   **Provocations**   * Children watch a video of various community situations involving different people and places. The teachers prepare the video. The situations are: Parking responsibly (Maritza), appropriate use of swimming pool (Nena), dogs defecating (Vicky), noise pollution (Elaine), rubbish disposal (Ana Lucía), inappropriate use of river (Angela). Discuss the content of the videos, what problems and solutions are presented. | |

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| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**  **Knowledge: People’s role and their effect on their neighborhood, The appropriate use of places and resources shared by the community, The physical characteristics of a neighborhood.**  ¿Cómo es tu vecindario? ¿Quiénes ayudan en tu vecindario? ¿Tú cómo ayudas en tu vecindario?  Los niños dan su respuesta por escrito.  **Strategy:** Open-ended task  **Tool:** Anecdotal record  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  **An inquiry into how the knowledge of the importance of different roles in a community helps members respect each other.**  The children choose a community member to play in a role play. They dress up as their chosen member and engage in ‘free play’ with the other children according to the roles that they are playing.  **Strategy:** Open-ended task  **Tool:** Anecdotal record  **Evidence:** Children act appropriately according to the role that they are playing, and interact respectfully with the other community members.  **An inquiry into how the appropriate use of places and resources within a community helps to keep them available to all its members.**  Presented with a number of different community places and resources, the children write at least one way they can use each one appropriately.  **Strategy:** Selected response  **Tool:** Checklist  **Evidence:** Children suggest appropriate ways to use the different resources and places.  **An inquiry into how neighbourhoods can have different physical characteristics depending on their location.**  The children view a video about the characteristics of a semi-rural neighbourhood (Chorro de Plata). They then complete a T-chart comparing their own neighbourhood with Chorro de Plata (similarities and differences).  **Strategy:** Selected response  **Tool:** Checklist  **Evidence:** Children identify a number of similarities and differences between the two neighbourhoods. | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  **Media: Printed, audiovisual, internet**   * The children together read the book ‘El vecindario de Franklin’ and use this as a stimulus to create a poster encouraging a way in which people can contribute to their (school) community. * The children explore a range of books on different places / resources in neighbourhoods, and on the members of a community, in the library. * The children view a number of photos of different types of neighbourhoods (the teachers’ neighbourhoods) in an ICT presentation, and discuss similarities and differences between these, creating a T-chart.   **Interviews: Expert**   * The children confirm with their parents what rules they have at home, and the consequences for not following these. They then share their findings with each other. * The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them. * The children select appropriate people in their neighbourhood to interview and ask about the rules that exist in that community. * The children visit the Air Force Base, interviewing a range of different community members who work at different sites in the community, asking them about their roles and how they need other members of the community to interact with them in order to function well, as well as how the places and resources they use can be used appropriately.   **Surveys: Regular people**   * The children ask people they find around school to name a resource which exists in their community, and how it can be used appropriately. * The children hold a group discussion on the rules they each need to follow in their respective neighbourhoods.   **Observation / Experience: Active, hands-on**   * The children explore the school looking out for different people who are working there i.e. community helpers, and observing what they are doing. * The children observe their own neighbourhood in order to draw and describe it. * The children explore the school looking for different resources shared by the community. * The children explore the different places and resources to be found in a specific community (the Air Force Base) as well as observing other neighbourhoods’ features from the bus. * The children select a costume for a certain member of a community according to that member’s role and duties.   **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Transdisciplinary Skills:**  Social: Accepting responsibility  - The children hold a group discussion on the rules they each need to follow in their respective neighbourhoods.  - The children select a costume for a certain member of a community according to that member’s role and duties.  Communication: Viewing  Self-management: Codes of behaviour  - The children select appropriate people in their neighbourhood to interview and ask about the rules that exist in that community.  Research: Formulating questions  - The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them.  **Learner Profile**  Principled: The children hold a group discussion on the rules they each need to follow in their respective neighbourhoods.  Caring: The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them.  **Attitudes**  Tolerance:  - The children visit the Air Force Base, interviewing a range of different community members who work at different sites in the community, asking them about their roles and how they need other members of the community to interact with them in order to function well, as well as how the places and resources they use can be used appropriately.  Empathy:  - The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them.  - The children view a number of photos of different types of neighbourhoods (the teachers’ neighbourhoods) in an ICT presentation, and discuss similarities and differences between these, creating a T-chart.  Cooperation:  - The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them. |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  **People:** Armando Medina (police officer), Juan Molinari (baker), Margy Gómez (dentist), Juan Carlos Aguilera (security guard), Melba Güe (cleaner), Luís Fernando Palacios (veterinarian), people who work in children’s homes (e.g. maid, gardener, driver), people who work in children’s neighbourhoods (e.g. doorman, cleaner), children’s neighbours.  **Places:** Base Aérea Marco Fidel Suárez: Air Force base which is amicrocosm of all of the places of a neighbourhood (shop, bakery, bank, recreative area, security etc).  **Audio-visual materials:** Video of teachers performing for provocation, video of Chorro de Plata, Powerpoint presentations used by experts.  **Bibliography:** see annex  **Computer software:** Powerpoint presentation with photos of different kinds of neighbourhoods |

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| **6. To what extent did we achieve our purpose?** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**   * In the performance assessment, the children could generally identify which community helper(s) would be able to help in the solution of the problem. * In the performance assessment, the children identified appropriate places and resources which would be of use in the solution of the problem. * The children enjoyed assuming the different roles of different members of the community, bringing appropriate costumes and tools used by those people. * The children demonstrated better understanding of the roles of the members of the school community, and more appreciation of their work. |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**   * In the assessment of the first line of inquiry we could give the children certain situations to act out rather than leaving them completely free, as this may encourage more children to properly represent their chosen community member. * We could insist that the children give more detail in their solutions to the problems they choose for the performance assessment e.g. if they are going to call the police, how will they do it? What number will they call? We would need to work on this in the learning experiences in order to prepare them. * In the assessment of the second line of inquiry we could be more demanding in terms of getting the children to give ideas for how to appropriately use each resource which are properly associated with the actual nature of that resource, not general ideas that could be applied to any resource. * In the assessment of the third line of inquiry we could guide all/some of the children further in order to help them make the comparisons of their neighbourhood and Chorro de Plata e.g. buildings, space, recreational facilities. |
| **What was the evidence that connections were made between the central idea and the transdisciplinary theme?**  There was a connection in terms of ‘the interconnectedness of human-made communities’, in so much as the children were able to talk about the different roles involved in a community and how these complement each other, as well as the importance of these in the solution of daily problems which affect the community. |

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| **7. To what extent did we include the elements of the PYP?** |
| **What were the learning experiences that enabled students to:**  *Develop an understanding of the concepts identified in “What do we want to learn?”*   * RESPONSIBILITY, CONNECTION (Role) * The children together read the book ‘El vecindario de Franklin’ and use this as a stimulus to create a poster encouraging a way in which people can contribute to their (school) community. * The children explore a range of books on the members of a community, in the library. * The children confirm with their parents what rules they have at home, and the consequences for not following these. They then share their findings with each other. * The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them. * The children select appropriate people in their neighbourhood to interview and ask about the rules that exist in that community. * The children visit the Air Force Base, interviewing a range of different community members who work at different sites in the community, asking them about their roles and how they need other members of the community to interact with them in order to function well. * The children hold a group discussion on the rules they each need to follow in their respective neighbourhoods. * The children explore the school looking out for different people who are working there i.e. community helpers, and observing what they are doing. * The children select a costume for a certain member of a community according to that member’s role and duties. * RESPONSIBILITY, CAUSATION (Resource) * The children explore a range of books on different places / resources in neighbourhoods, in the library. * The children view a number of photos of different types of neighbourhoods (the teachers’ neighbourhoods) in an ICT presentation, and discuss similarities and differences between these, creating a T-chart. * The children ask people they find around school to name a resource which exists in their community, and how it can be used appropriately. * The children observe their own neighbourhood in order to draw and describe it. * The children explore the school looking for different resources shared by the community. * The children explore the different places and resources to be found in a specific community (the Air Force Base) as well as observing other neighbourhoods’ features from the bus. * CONNECTION, CAUSATION (Location) * The children explore a range of books on different places / resources in neighbourhoods, in the library. * The children view a number of photos of different types of neighbourhoods (the teachers’ neighbourhoods) in an ICT presentation, and discuss similarities and differences between these, creating a T-chart. * The children observe their own neighbourhood in order to draw and describe it. * The children explore the school looking for different resources shared by the community. * The children explore the different places and resources to be found in a specific community (the Air Force Base) as well as observing other neighbourhoods’ features from the bus. * CONNECTION (Community) * The children together read the book ‘El vecindario de Franklin’ and use this as a stimulus to create a poster encouraging a way in which people can contribute to their (school) community. * The children explore a range of books on different places / resources in neighbourhoods, and on the members of a community, in the library. * The children view a number of photos of different types of neighbourhoods (the teachers’ neighbourhoods) in an ICT presentation, and discuss similarities and differences between these, creating a T-chart. * The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them. * The children visit the Air Force Base, interviewing a range of different community members who work at different sites in the community, asking them about their roles and how they need other members of the community to interact with them in order to function well, as well as how the places and resources they use can be used appropriately. * The children hold a group discussion on the rules they each need to follow in their respective neighbourhoods. * The children explore the school looking out for different people who are working there i.e. community helpers, and observing what they are doing.   *Demonstrate the learning and application of particular transdisciplinary skills?*  Social: Accepting responsibility   * The children together read the book ‘El vecindario de Franklin’ and use this as a stimulus to create a poster encouraging a way in which people can contribute to their (school) community. * The children confirm with their parents what rules they have at home, and the consequences for not following these. They then share their findings with each other. * The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them. * The children select appropriate people in their neighbourhood to interview and ask about the rules that exist in that community. * The children ask people they find around school to name a resource which exists in their community, and how it can be used appropriately. * The children hold a group discussion on the rules they each need to follow in their respective neighbourhoods.   Communication: Viewing   * The children together read the book ‘El vecindario de Franklin’ and use this as a stimulus to create a poster encouraging a way in which people can contribute to their (school) community. * The children explore a range of books on different places / resources in neighbourhoods, and on the members of a community, in the library. * The children view a number of photos of different types of neighbourhoods (the teachers’ neighbourhoods) in an ICT presentation, and discuss similarities and differences between these, creating a T-chart. * The children explore the school looking out for different people who are working there i.e. community helpers, and observing what they are doing. * The children observe their own neighbourhood in order to draw and describe it. * The children explore the school looking for different resources shared by the community. * The children explore the different places and resources to be found in a specific community (the Air Force Base) as well as observing other neighbourhoods’ features from the bus.   Self-management: Codes of behaviour   * The children together read the book ‘El vecindario de Franklin’ and use this as a stimulus to create a poster encouraging a way in which people can contribute to their (school) community. * The children confirm with their parents what rules they have at home, and the consequences for not following these. They then share their findings with each other. * The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them. * The children select appropriate people in their neighbourhood to interview and ask about the rules that exist in that community. * The children visit the Air Force Base, interviewing a range of different community members who work at different sites in the community, asking them about their roles and how they need other members of the community to interact with them in order to function well, as well as how the places and resources they use can be used appropriately. * The children ask people they find around school to name a resource which exists in their community, and how it can be used appropriately. * The children hold a group discussion on the rules they each need to follow in their respective neighbourhoods. * The children select a costume for a certain member of a community according to that member’s role and duties.   Research: Formulating questions   * The children confirm with their parents what rules they have at home, and the consequences for not following these. They then share their findings with each other. * The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them. * The children select appropriate people in their neighbourhood to interview and ask about the rules that exist in that community. * The children visit the Air Force Base, interviewing a range of different community members who work at different sites in the community, asking them about their roles and how they need other members of the community to interact with them in order to function well, as well as how the places and resources they use can be used appropriately. * The children ask people they find around school to name a resource which exists in their community, and how it can be used appropriately.   *Develop particular attributes of the learner profile and/or attitudes?*  ***Profile***  Principled:   * The children together read the book ‘El vecindario de Franklin’ and use this as a stimulus to create a poster encouraging a way in which people can contribute to their (school) community. * The children confirm with their parents what rules they have at home, and the consequences for not following these. They then share their findings with each other. * The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them. * The children select appropriate people in their neighbourhood to interview and ask about the rules that exist in that community. * The children hold a group discussion on the rules they each need to follow in their respective neighbourhoods.   Caring:   * The children together read the book ‘El vecindario de Franklin’ and use this as a stimulus to create a poster encouraging a way in which people can contribute to their (school) community. * The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them.   ***Attitudes***  Tolerance:   * The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them. * The children hold a group discussion on the rules they each need to follow in their respective neighbourhoods.   Empathy:   * The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them. * the rules they each need to follow in their respective neighbourhoods. * The children explore the school looking out for different people who are working there i.e. community helpers, and observing what they are doing. * The children select a costume for a certain member of a community according to that member’s role and duties.   Cooperation:   * The children together read the book ‘El vecindario de Franklin’ and use this as a stimulus to create a poster encouraging a way in which people can contribute to their (school) community. * The children interview a doctor, a policeman, a cleaner/electrician and a security guard, to ask about their roles in the community and what we can do to interact appropriately with them. * The children visit the Air Force Base, interviewing a range of different community members who work at different sites in the community, asking them about their roles and how they need other members of the community to interact with them in order to function well, as well as how the places and resources they use can be used appropriately. * The children hold a group discussion on the rules they each need to follow in their respective neighbourhoods. |

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| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  What would happen if there were no police officers in the community?  In what situations should we call the police?  What weapons do the police use?  How did you become a doctor?  How do you (electrician) help your community?  **Effective teacher questions/provocations:**  The provocation itself was very useful in getting the children to identify what problematic situations might occur in a community, they remembered this throughout the unit of inquiry.  **What student–initiated actions arose from the learning?**  Camilo (RF) began to value more the work done by people who help in the community.  The children in general became more responsible in terms of the condition in which they leave the classroom in order that the cleaner wouldn’t have so much to do (María Juliana from GF stood out in this regard, cleaning the tables after fruit time). |

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| **9. Teacher notes** |
| * The third line of inquiry is rather poorly written – the children are not capable of actually answering what this line implies. * We had mixed experiences on the field trip, depending on where the different guides took us. * The provocation engaged the children and they enjoyed it, making reference to it throughout the unit. * We should include greater diversity of community members in the interviews – perhaps have another day of rotations. |